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ABSTRACT

One of a set of seven instructional materials designed for competency-based vocational education administrator education, this module is intended to acquaint the student with the basic underlying theories of motivation and to provide insight into various methods of applying these theories to motivate school personnel. Following introductory material discussing the organization of the module, the module's terminal objective and three enabling objectives are presented along with information on required and optional resources. Major content is comprised of three sequential learning experiences, each directed toward helping the learner accomplish one of the module's three enabling objectives. Titles of the learning experiences are An Introduction to Motivation, Methods for Motivation of Personnel, and A Case Study. Each experience includes an explanation of the activity, a self-check, and model answers to serve as feedback. The final learning experience is designed to allow application of learning in an applied setting. The module concludes with module assessment and administrator performance forms designed to test the exit competence of the learner. (SH)

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MOTIVATING VOCATIONAL EDUCATION PERSONNEL TO THEIR OPTIMUM GROWTH POTENTIAL

Competency-Based Administrator Education Module

ED145126

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

One of the critical problems faced by school administrators is personnel motivation. For most administrators this is not a simple task, since many people derive a limited amount of satisfaction from their occupation. In large school systems, teachers, supervisors, office personnel, and administrators must work together while obeying orders from their superiors whom they often never see. Few of these persons ever have the opportunity to take independent action in reaching personal and organizational goals.

The theories and assumptions concerning motivation are relatively simple, but their application to specific situations, such as the school, is difficult. Each situation must be dealt with on an individual basis; there are no "cookbook formulas" which can be applied.

If successful motivation of employees is to exist, the vocational administrator must be cognizant of the fundamental theories of motivation and various methods of motivation that have been successful in the past. Therefore, the learning experiences in this module are designed to acquaint you with the basic, underlying theories of motivation and to provide insight into various methods of applying these theories to motivate school personnel.

MODULE STRUCTURE AND USE

ORGANIZATION

This instructional module is a set of experiences intended to facilitate your demonstration of the objectives detailed below. An introduction and four sequential learning experiences are contained in this module.

Two types of objectives form the basis of the learning experience: a terminal objective and an enabling objective. The enabling objective is designed to help you achieve the terminal objective. The learning experience has activities to help you accomplish the objective, and by use of the feedback devices provided, you should be able to determine if you have reached each objective. The first learning experience is designed to provide you with the needed background information and give you an opportunity to apply that information in practical situations. The final learning experience is designed to allow you to apply strategies for implementing a plan for motivating personnel in a simulated or existing school situation.

This module includes four objectives:

Terminal Objective: In a real or simulated school situation (e.g., area vocational school or comprehensive high school) develop a written plan for motivating personnel to their optimum growth potential. The plan should include office personnel and teachers from all service areas. Your performance will be assessed by your resource person using the "Performance Assessment Form," p. 52.

Enabling Objective #1: Demonstrate knowledge and understanding of theories for human motivation which are useful for managers, administrators, and supervisors who operate within the formal organization (Learning Experience I).

Enabling Objective #2: Identify methods which could be considered by administrators for improving motivation among personnel (Learning Experience II).

Enabling Objective #3: Based on a case study situation, prepare a written analysis by explaining what motivational factors existed, the primary problems presented by the situation, causes of the problems, and corrective measures which could have been taken to prevent the problems. Use your knowledge of motivational theory and methodology as a guide in preparing your analysis (Learning Experience III).

PROCEDURE

After reading the "Introduction," page 1, and the objectives listed above, you should be able to determine how much of this module you will need to complete in order to be competent in motivating school personnel.

* If you already have the necessary background knowledge, you may not need to complete Learning Experience I-III.

* Instead, with the approval of your resource person, you may choose to proceed directly to the Module Assessment.

* You may wish to skim the overview for Learning Experiences I -III and to skim the module assessment. These pages will provide you with more specific information for deciding which experiences you need to complete.

RESOURCES

Listed below are the outside resources which supplement those contained within the module. Check with your resource person to determine the availability and the location of the resources.

REQUIRED RESOURCES

Resource Person

* Your resource person must be contacted to assess your performance in implementing new motivational techniques for the school setting.

OPTIONAL RESOURCES

Resource Person

* Your resource person may be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Resource Person and/or Peers

* If you wish to discuss the information contained in the reading or to compare your written responses through discussion, you can set up a seminar-type meeting with peers and/or your resource person (Learning Experience I, II, & III).

References

Books and Articles

* Davis, Keith. Human Behavior at Work (4th ed.). New York: McGraw-Hill Book Company, 1972. (Learning Experience I & II)

* Herzberg, Frederick. "One More Time: How Do You Motivate Employees?" Harvard Business Review, January, February, 1968, pp. 53-62. Learning Experience I, II, III, and Final Assessment)

* Maslow, A. H. "A Theory of Human Motivation," Human Relations in Management (2nd ed.). S. G. Huneryager and I. L. Heckmann (Eds.). Cincinnati: South-Western Publishing Company, 1967, pp. 333-55. (Learning Experience I & II)

* McGregor, Douglas. The Human Side of the Enterprise. New York: McGraw-Hill Book Company, 1960. (Learning Experience I & II)

* Reber, Ralph W. and Gloria E. Terry. Behavioral Insight for Supervision. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975. (Learning Experience I, II, & III)

* Films

* "Theory X and Theory Y: The Work of Douglas McGregor," two parts, each 25 minutes, BNA Films.

* "Understanding Motivation," with Saul Gellerman, 28 minutes, BNA Films.

* "Kita, or, What Have You Done for Me Lately?" with Frederick Herzberg, 25 minutes, BNA Films.

Address of film company cited:
BNA Films
5615 Fishers Lane
Rockville, Maryland 20852

Note: The above references and films are optional and are suggested for more in-depth study.

LEARNING EXPERIENCE I

ENABLING OBJECTIVE

Demonstrate knowledge and understanding of theories for human motivation which are useful for managers, administrators, and supervisors who operate whitin the formal organization.

Read Read the "Information Sheet," pp. 6-15.

Optional Reading You may wish to read the supplementary references, p. 15.

Optional Activity You may wish to meet with your resource person and/or peers to discuss the reading(s).

Feedback Demonstrate knowledge of the steps and procedures involved in demonstrating a skill by completing the "Self-Check" and "Case Study," pp. 16-18.

Evaluate your competency by comparing your completed "Self-Check" and solution to the case study with the "Model Answers," pp. 19-20.

MOTIVATION OF SCHOOL PERSONNEL

INFORMATION SHEET FOR AN INTRODUCTION TO MOTIVATION

Year after year, the costs of education seem to keep rising. Wages and fringe benefits also continue their upward climb. At the same time, administrators are continually searching for new ways to obtain the maximum output for each dollar spent on wages and salaries, while reducing costly errors, poor work (teaching), waste, turnover, and absenteeism. With respect to the above, it has been clearly established that many personnel are not motivated toward performance levels of which they are capable

No longer can an administrator motivate employees by merely paying them more or adding additional fringe benefits to their wage-salary packages. Nor can he or she threaten dismissal when performance lags. School administrators are now beginning to realize that motivation is not so simple as once it was thought to be.

Motivation

Even though there is lack of universal agreement about what composes motivation, it has been found that motivation is linked to a human need satisfaction. We are told by psychologists that all human behavior, whether conscious or unconscious, is caused by a person's need structure. To put it in the words of Maslow (1954, p. 69), "Man is a wanting animal and rarely reaches a state of complete satisfaction except for a short time. As one need is satisfied, another pops up to take its place. When this is satisfied, still another comes into the foreground, etc."

In its simplest form, motivation can be defined as goal-seeking behavior. Goal-seeking behavior is contingent upon the desire for need satisfaction. This process is exhibited in Figure 1.

Figure 1. Motivation as Goal-Seeking Behavior

Individual Needs (Tension) — Perception of Alternatives — Action — Goals (Tension Release)

Here, an unsatisfied need causes a state of tension. A person then evaluates the alternatives open to him which will lead to reduction of this state. After selecting an alternative, action is taken to seek the goal of tension reduction.

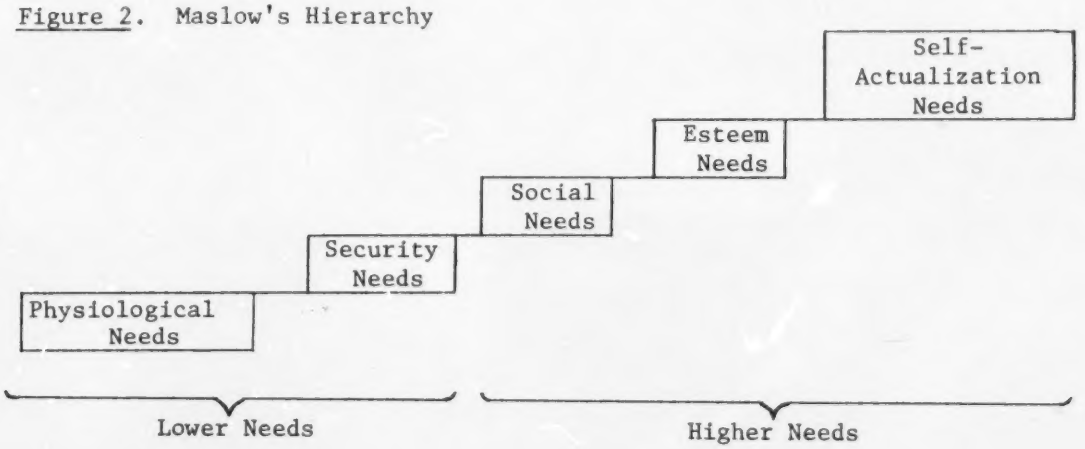
The Hierarchy of Human Needs

A. H. Maslow (1954) has supplied a theory which many consider the essence of human motivation. Maslow indicates that all individuals share certain fundamental needs which can be ranked in hierarchal order. These needs are:

1. Basic physiological needs
2. Safety and security
3. Social needs
4. Esteem needs
5. Self-actualization needs

The important point about the hierarchy is that need 2 does not dominate until need 1 has been reasonably satisfied, and so on, as illustrated in Figure 2.

Figure 2. Maslow's Hierarchy



According to Maslow, individuals tend to satisfy their needs according to the need's position in the hierarchy. Therefore, the first two categories (Lower needs) are satisfied first and the remaining categories (Higher needs) are satisfied next. Although this model is not a comprehensive discourse on human behavior, it does provide a framework for understanding the means by which individuals are motivated.

Lower Needs

First in the category of needs are those basic needs by which man satisfies his physiological drives. These drives consist of the requirements for food, drink, rest, air to breathe, and shelter. Once these physiological needs are satisfied, man becomes aware of other needs in the hierarchy; it then becomes his wish to satisfy security needs. Now he desires not only safety from bodily harm, but economic-social security in such forms as workman's compensation or a good pension program. Davis (1972) has pointed out that one can have too much water, food, or warmth in that sometimes he over-supplies himself with them. This relationship also holds true for security needs, as one can be or feel so safe that he or she soon becomes careless or defenseless.

Higher Needs

Physiological needs are essentially finite, while the third, fourth, and fifth level of Maslow's hierarchy are more infinite in nature. For an educational administrator or supervisor, these are the needs which merit attention. Once physiological and security needs are met in a reasonable fashion, social needs become important motivators, as these are needs satisfied through social interaction. Man by his nature is a

social animal.* He needs approval and acceptance by his peers and wants to participate in activities with others. Administrators and supervisors often become apprehensive about people working with each other, fearing collaboration as a threat to the organization. Yet, it has been shown that preventing the formation of small groups results in frustration, uncooperativeness, and even aggression.

Above social needs in the hierarchy are those needs for self-esteem. Here, one needs to feel that he is worthy, and to think others are worthy of status. Within most of us there is the need or desire for prestige, status, recognition, self-confidence, appreciation, and the respect of co-workers. Therefore, one way of beginning to satisfy this need is to provide sincere praise for work that is well done. It has been noted that these needs are the most difficult to satisfy in the typical organization.

The fifth basic need, self-actualization, reflects the desire for one to become all he is capable of being. In most of us this need is not fully unleashed. Most people are concerned with social and esteem needs, and though few people are dominated by self-actualization, all are influenced to some degree.

At work, the professional finds self-actualization by reaching a level of performance that is consistent with the employee's skills, abilities, and aptitudes. Yet, in the teaching profession, there are many who do not find this higher-order satisfaction. They feel little responsibility is given to them nor is there opportunity for achievement, creativity, challenge, and personal growth.

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*"Man," as used in this module, is strictly a generic term, referring to both males and females.

Basic Characteristics

Maslow's theory of human motivation sets forth two fundamental characteristics that have important implications for the administrator (1954, p. 105):

1. A basically satisfied person no longer needs love, esteem, safety, etc. If we are interested in what actually motivates us, and not in what has, will, or might motivate us, then a satisfied need is not a motivator.

2. A healthy man is primarily motivated by his need to develop and actualize his fullest potentialities and capacities.

Herzberg's Motivation-Maintenance Theory

In extensive studies, Herzberg (1959) found that there existed maintenance and motivational factors associated with the job situation. He discovered that some factors associated with the job, when absent, serve to dissatisfy employees. Herzberg has termed these factors "maintenance or hygiene" factors because they are essential in maintaining a reasonable amount of satisfaction in employees. Likewise, he determined that there existed other factors which, if present, build strong motivation and high job satisfaction. Their absence rarely prove to be strong dissatisfiers.

The Motivational Factors

From the subjects of his study, Herzberg determined that the motivational factors were specifically related to the job itself. These job-centered motivators are:

1. Achievement: a feeling of personal accomplishment; meeting success in solving a problem; seeing good results from one's work; or completing a challenging job.
2. Recognition for achievement: being recognized for doing one's work well; receiving praise or acknowledgement from superiors, the

company, fellow workers, or the public.

3. The work itself: performing creative or challenging work; liking the work one does.
4. Responsibility: having some responsibility for making decisions affecting one's own work; being permitted to work without close supervision.
5. Growth: the opportunity to learn new skills and knowledge; personal development.
6. Advancement: the opportunity for promotion.

Additionally, he found that not only do these factors tend to satisfy and, in turn motivate employees, but they also tend to develop the level of competence.

The Maintenance Factors

Herzberg found that maintenance factors are primarily related to the environment external to the job. These maintainers include:

1. Salary: anything involving compensation and fringe benefits.
2. Working conditions: items such as lighting, tools, air conditioning or heating, or parking facilities.
3. Security: feeling certain about the future; financial contentment.
4. Company policy and administration: the competence of management; the effectiveness of personnel policies.
5. Behavior of supervision: the supervisor's competence, ability to provide guidance, and fairness.
6. Interpersonal relationships: social interaction with fellow workers and the supervisor.

When any of these factors are deficient, employees usually become dissatisfied and often conduct themselves in a manner which is dysfunctional to the organization.

Characteristics of the Motivation-Maintenance Model

It is important to note that factors associated with job satisfaction (leading to motivation) are distinct and separate from job dissatisfaction. Therefore, satisfaction and dissatisfaction are not opposites; the opposite of job satisfaction is not job dissatisfaction but rather no job satisfaction at all. In a similar fashion, the opposite of job dissatisfaction is not job satisfaction but no job dissatisfaction. This relationship, as conceptualized by Reber and Terry (1975, p. 66) can be found in Figure 3.

Figure 3.

	Motivators	Maintainers
If Present	Job Satisfaction	No Job Dissatisfaction
If Not Present	No Job Satisfaction	Job Dissatisfaction

A maintenance factor may be a motivator to some people, but the overriding influence is toward maintenance. Likewise (though rarely), a motivator may be a maintenance factor to some persons.

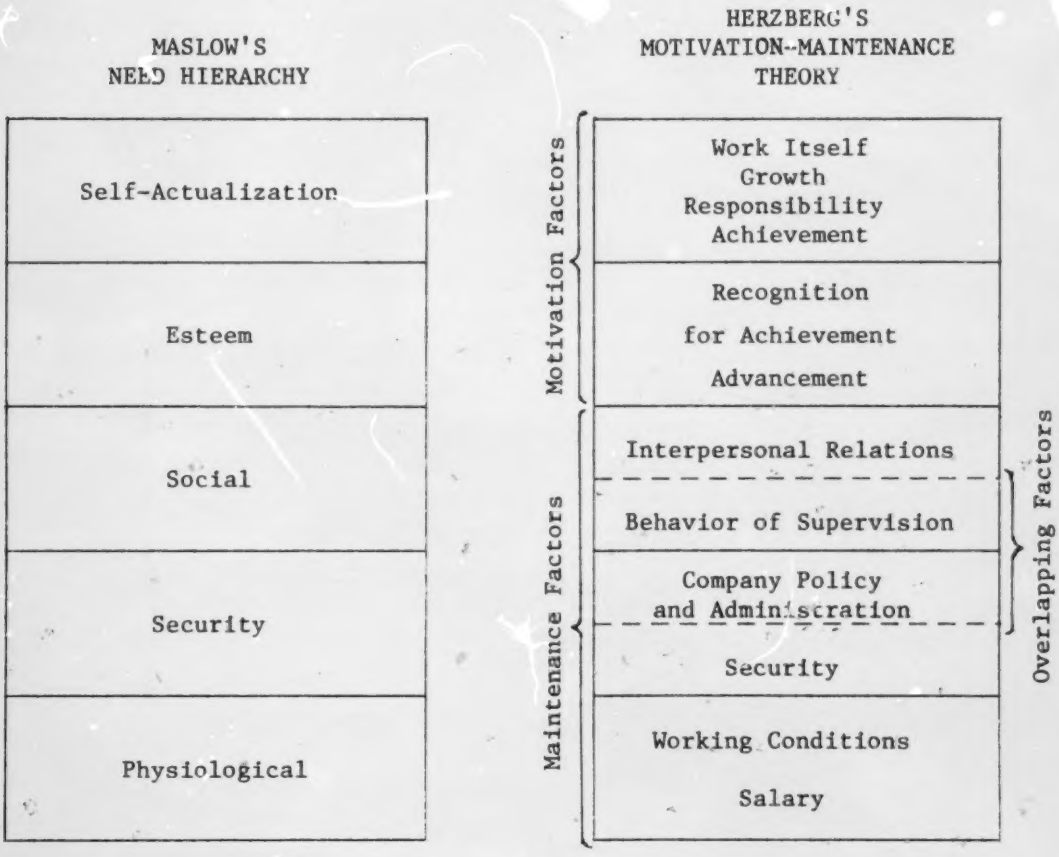
According to Herzberg, any job satisfaction associated with maintainers is short lived--with passage of time, a deficiency recurs. For example, a salary increase has a temporary effect; eventually, an employee becomes dissatisfied with his new wage level.

A Comparison of the Herzberg and Maslow Models

Herzberg's motivation-maintenance model differs from Maslow's need hierarchy in that it is job related. However, there is enough parallelism

to take both models into account and indicate their similarities (see Figure 4).

Figure 4. Relationship of Need Hierarchy to the Motivation-Maintenance Theory (Davis, 1972, p. 59)



According to Figure 4, the maintenance factors purported by Herzberg roughly parallel the lower-order needs of Maslow's hierarchy. Here physiological, security, and social needs are compared to maintenance factors. Likewise, Herzberg sees these factors as having little or no motivational qualities.

In turn, the motivators appear to parallel Maslow's higher-order needs--esteem and self-actualization. Here, Herzberg is saying that white-collar and professional personnel have reached a stage of

socioeconomic success in today's society to justify concentrating on the two higher-order needs as motivating factors. Herzberg also contends that although maintenance factors are necessary prerequisites for motivation to take place, they do not motivate.

Theories X and Y

Traditional concepts of organizational theory were concerned with the underlying assumptions about the nature of man. McGregor (1960) proposed two views of the manager's task with respect to motivating his subordinates. He labeled these two views Theory X and Theory Y. During the past years, these theories have become well known and incorporated in motivational research.

The basic assumptions of Theory X are as follows (McGregor, 1960, pp. 33-34):

1. The average human being has an inherent dislike of work and will avoid work if he can.
2. Because of the characteristic of disliking work, external control and the threat of punishment are the only means for bringing about positive effort toward organizational objectives.
3. The average person prefers to be directed and avoids responsibility. In addition, he wants security above all else.

In contrast, Theory Y points out the following (McGregor, 1960, pp. 47-48):

1. Physical and mental effort expended at work are as natural as play or rest.
2. Man will exercise self-devotion and self-control if given the chance.
3. People tend to seek responsibility.

4. Commitment to organizational objectives is a function of rewards associated with achievement at work.
5. The human being is capable of imagination, problem solving, and creativity.
6. In most cases, the formal organization does not utilize its personnel to full potential.

The administrator or supervisor operating under Theory-X assumptions seeks to direct and control subordinates by continually observing them; holding the threat of disciplinary action over them, and demanding adherence to organizational rules and policies. In contrast, those supervisors and administrators operating under Theory-Y assumptions allow for individual growth and development. They tend to place more confidence in the potential of subordinates, and by doing so, there is a more challenging situation in the organization.

REFERENCES

Herzberg, Frederick, Bernard Mausner, and Barbara Synderman. The Motivation to Work. New York: John Wiley & Sons, Inc., 1959.

Maslow, A. H. Motivation and Personality. New York: Harper & Row, Publishers, Inc., 1954.

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Reber, Ralph W. and Gloria Terry. Behavioral Insights for Supervision. Englewood Cliffs, NJ: Prentice Hall, 1975.

SELF-CHECK

Directions: For the multiple-choice questions below, indicate your choice of the best answer by placing the appropriate letter in the space to the left of each question.

____ 1. McGregor's "Theory X": (a) proposes that motivation is common sense; (b) is an advanced, supportive idea for leading people; (c) proposes external control and the threat of punishment; (d) proposes that people tend to seek responsibility.

____ 2. In Abraham H. Maslow's need hierarchy of five levels, the following is listed as the fourth priority: (a) self realization; (b) safety; (c) social needs; (d) esteem.

____ 3. Goal seeking behavior is contingent upon: (a) the social class a person is in; (b) the maladjustment of a person; (c) the desire for need satisfaction; (d) economic reasons.

____ 4. Motivational and maintenance factors: (a) are all extrinsic to the job; (b) are synonyms for satisfiers and dissatisfiers; (c) were developed by A. H. Maslow; (d) are the same for all people.

____ 5. The following is classed primarily as a motivational factor in the motivation-maintenance model: (a) recognition for achievement; (b) salary; (c) security; (d) working conditions.

____ 6. Primary needs include: (a) psychological and esteem needs; (b) psychological and security needs; (c) social and psychological needs; (d) security and esteem needs.

____ 7. The needs to feel that one is accepted and approved of by his peers: (a) psychological needs; (b) self-actualization needs; (c) esteem needs; (d) social needs.

____ 8. Administrators operating under "Theory Y": (a) use the threat of punishment; (b) allow for growth and development; (c) assume a person wants security above all else; (d) demands adherence to organizational policy.

____ 9. An unsatisfied need causes: (a) satisfaction; (b) motivation; (c) alternatives; (d) tension.

____10. The opposite of job satisfaction is: (a) job dissatisfaction; (b) no job satisfaction; (c) no job dissatisfaction; (d) deficiency.

Directions: For each of the statements below indicate your agreement with a "T" for a statement you believe to be true or an "F" for a statement you believe to be false in the space to the left of each statement.

____ 1. Herzberg's maintenance factors are those which create motivation in employees.

____ 2. In Maslow's hierarchy need 2 does not dominate until need 1 has been reasonably satisfied.

____ 3. "Theory Y" points out that the formal organization does not utilize its personnel to full potential.

____ 4. According to Davis, man can never feel too safe.

____ 5. Satisfied needs no longer motivate.

CASE STUDY--Harry Beasley

Harry Beasley is a Distributive Education coordinator. He comes from a rural background where his family lived at the poverty level and invoked strong discipline in his upbringing. In order to obtain his college degree, Harry had to work to pay his college expenses.

As a coordinator, Harry is intelligent and is capable of carrying out his duties. Yet, he has one overriding fault in that he resists making decisions for himself. This is evident as he often brings routine problems to his local director or other D.E. coordinators for decision. Whenever he does make a recommendation, it is usually in rough draft form, and he usually seeks approval from the local director.

Since Harry is a capable coordinator, the local administrator wants to motivate him to become more independent in carrying out his activities. In doing so, the local administrator feels there must be an approach which will motivate Harry to perform routine activities and improve his performance.

1. As a local administrator, how will you motivate Harry? Give your reasons.

MODEL ANSWERS

Multiple Choice

1. c
2. d
3. c
4. b
5. a
6. b
7. d
8. b
9. d
10. b

True and False

1. F
2. T
3. T
4. F
5. T

CASE-STUDY MODEL ANSWER

Both Maslow's need hierarchy and Herzberg's motivation-maintenance model apply in this case. The material presented in the case suggests that security needs have not been satisfied and this lack of security keeps Harry from releasing strong drives. Perhaps the local administrator can change some of Harry's job experiences to give him more security and confidence, leading to satisfaction of higher order needs. The local administrator may even be able to alter Harry's perception of the job, pointing out the existing security and opportunities which exist.

Since higher order needs are not satisfied, another possibility would be to apply incentives in motivating Harry. The local administrator should attempt to alter the job content to provide the motivational factor while continuing the maintenance (security) factor.

LEARNING EXPERIENCE II

ENABLING OBJECTIVE

Identify methods which could be considered by administrators for improving motivation among personnel.

Read Read the "Information Sheet," pp. 22-33.

Optional Reading You may wish to read the supplementary references, p. 34.

Optional Activity You may wish to meet with your resource person and/or peers to discuss the reading(s).

Feedback Demonstrate knowledge of the steps and procedures involved in demonstrating a skill by completing the "Activities," pp. 35-38.

Evaluate your competency by comparing your completed solutions to the case studies and activities with the "Model Answers," pp. 39-41.

INFORMATION SHEET

METHODS FOR MOTIVATION OF PERSONNEL

In any large organization, the people within must work together, follow directions, and obey instructions from supervisors with whom they often have no choice in selecting. Therefore, a perplexing problem exists for the administrator and supervisor in creating an environment which satisfies both individual and organizational goals. The following discussion relates to methods for motivating people.

Leadership Style

Authoritarian

The traditional form of motivation in many organizations today is one that emphasizes authority and economic rewards. The authoritative administrator or supervisor tends to structure the job situation for his personnel, and his leadership style may be viewed as negative where the subordinates are usually uniformed, insecure and distrustful. A usual policy is to provide economic rewards for work well done. The essence of this style of leadership is to apply pressure to one's subordinates and, as a result, subordinates feel there is no incentive for doing any more than the minimum amount of work required.

Impact of Authoritarian Leadership on Personnel

The policy of authoritarian leadership provides no incentive to work; instead, minimum output will be gained from employees. This style of leadership has, in many cases, been a good cause for unions to gain a foothold in the organization. After this, personnel are often promoted and given salary increments on the basis of seniority. Educational

administrators and supervisors should examine their own respective districts and see if this situation exists.

An additional measure of protection against authoritarian pressure is when subordinates organize into groups or cliques, whereby group members conspire to cover each other's mistakes and keep the administration ignorant as to what is transpiring.

According to Strauss and Sayles (p. 122), one of the most serious problems associated with authoritarian administration and supervision is that, when people are put under too much pressure, they become frustrated. When people become frustrated, they tend to react in ways which reduce the effectiveness of the organization. One response is aggressiveness, where a person takes out his anxiety on others. If frustration becomes too intense, it can lead to psychosomatic illnesses, such as high blood pressure or ulcers. Repression of feelings may also lead to frustration for a long time. Others regress to less mature levels by engaging in acts of horseplay or find it difficult to make intelligent decisions. Some may turn to scapegoating by picking on those who are weak or defenseless.

Value of Authoritarian Leadership

There are significant deficiencies in authoritarian leadership. Some are: (1) it motivates employees to do only enough work to keep from being fired; (2) it motivates them to get away with as much as possible, which leads to further restrictions, (3) it motivates subordinates to band together for protection, and (4) it leads to frustration which usually proves dysfunctional to the organization. If this leadership style works at all, it is usually over the short run, or where there are non-unionized situations.

Paternalistic Leadership

Instead of using the authoritative leadership style, many administrators and supervisors use the paternalistic style. Here, they seek to raise the motivational level by providing good working conditions, fringe benefits, employee services, wages, and decent or fair supervision. Some of the above relate to Herzberg's Maintenance-Motivational theory and can be considered maintenance factors which, in turn, do not motivate.

Paternalism may create resentment rather than gratitude as people do not like to feel dependent on someone else. As time passes, what may have been good intent by superiors soon wears off and to maintain morale, bigger and better gifts will have to be forthcoming.

Participative Leadership

Participative leadership decentralizes authority of superiors over subordinates. This style of leadership implies a high degree of group participation in the decision-making process and usually implies a high degree of rapport from the administrator or supervisor. In most cases, this style does not imply that subordinates make decisions concerning the goals of the enterprise, although in education this may not entirely be the case. In contrast with authoritative leadership, participative leadership places emphasis on both upward and downward communications and a one-to-one interaction between supervisors and subordinates. Employees are also broadly informed about conditions which affect their jobs and, therefore, interact with ideas and suggestions. Research has shown that participative leadership does not in itself sustain productivity or facilitate change; rather, it suggests that participation in attempts to maintain or increase productivity and efficiency tends to have good results in terms of both morale and productivity (French, 1974).

Participation will not result in its intended purposes if used by an arrogant superior for the purpose of imposing a set of conditions upon subordinates. Instead, participation by a superior who does not have faith in the ability of subordinates will be perceived as an empty gesture and will be followed by defensive behavior.

Free-rein Leadership

The free-rein leadership style completely avoids the use of power. Here the administrator or supervisor depends on subordinates to establish their own objectives and goals. Subordinates are expected to train themselves and provide for their own motivation. The administrator or supervisor acts as an outside resource to provide resources necessary to complete the tasks at hand. Thus, there are no advantages of leader-inspired motivation and, as a result, conflicts exist which ultimately can degenerate into chaos.

Implicit Bargaining

According to Strauss and Sayles (1972), one of the most common forms of motivation today is bargaining. When using this approach, the superior encourages subordinates to produce a reasonable amount of work, and in turn, they will be provided with reasonable supervision. In almost all cases, this agreement is an implicit understanding rather than an explicit agreement. Therefore, management agrees not to apply pressure if employees will not restrict output; the terms of the bargain are agreed upon voluntarily by both parties.

Inherent in the bargain is the fact that both parties possess formidable weapons. The employee can either cooperate and maintain productivity or exhibit excessive clumsiness, misunderstanding, and slowdowns. In turn, the administrator or supervisor can use disciplinary

procedures as a weapon against unproductive workers. With increased unionization, especially among teachers, this is beginning to be difficult to impose unless the employee is entirely out of line.

Usually, among professionals, e.g., teachers, minor violations are permitted as long as duties are performed in a reasonable manner. In doing so, each party is able to build up credits by doing favors for the other party. Similar to making withdrawals from the bank, each party can draw upon their accounts when needed.

In this situation, employees are able to enjoy a sense of independence, while still maintaining output toward organizational goals. Of course, some fear that the superior can withdraw any of the benefits. Bargaining in and of itself is not a prime motivator. It should be coupled with other positive forms of motivation or else it becomes a form of hygienic management of paternalistic leadership.

Communication

The only way management can be successful in an organization is through communication. In the case of the educational organization, acts of administrators must pass through various communication channels. One must remember that the best communication will not compensate for poor plans. Motivation directly involves communication; therefore, communication should not be viewed as an independent activity. In summary, communication in the organization involves more than the receipt of a message; there is also an expectation of understanding, acceptance, and action.

An important consideration for any administrator is the existence of barriers which impede communication. Psychological and physical barriers tend to screen out most forms of communication. Normally, most barriers do not screen out all communication but merely make the process

inadequate. As a result, various forms of misunderstanding, insecurity, conflict, or lack of motivation appear. According to Davis (p. 311), if barriers are substantially removed, then people can work together. One purpose of communication is to develop information and understanding necessary for group effort. Even though members of a group work together, positive attitudes toward cooperation are important. Therefore, another purpose of communication is to provide the attitudes necessary for motivation. These purposes are outlined in Figure 5 (Davis, p. 382).

Figure 5. Communication as a management activity

The process by which managers take action

Purposes		Result
1. To provide the information and understanding necessary for group effort	2. To provide the attitudes necessary for motivation, cooperation, and job satisfaction	Better communication gets better job performance and more work satisfaction
The skill to work	+ The will to work	= Teamwork

Other things being equal, improved communication tends to energize workers and leads toward positive motivation. Another important concept for administrators to consider is two-way communication. Many supervisors ignore this fact and they are often surprised when subordinates have misunderstood their communication. The most successful communicators are those who assume communication is not an automatic procedure--it takes work. The goal of all communication is for the receiver to receive and interpret all messages as the sender intended. Finally, no communication

is ever complete until some type of feedback is available. Without feedback from the receiver there is no guarantee that the message was correctly interpreted. The process can be initiated by one person, but can only be completed by the receiver.

Intrinsic Job Satisfaction

One of the most important facets of motivation is found in the satisfaction gained through doing the job itself. Given the opportunity, most employees will reach a higher level of productivity if they are allowed to generate input as to how they feel the job should be completed. Good administrative and supervisory practices create conditions whereby employees are allowed to take part in the planning procedures as well as to carry out tasks which lead to the desired end. Administrative practices which promote intrinsic job satisfaction include: participation, recognition, incentives, mini-grants, field experiences, and training. Each of these practices is detailed in subsections which follow.

Participation

Much of the preceding relates to the concept of participative leadership practices. In cases of local administration, it has been suggested that teachers be allowed, and even encouraged, to participate in those decisions which directly affect their curricula. For example, in making equipment selections for vocational laboratories, administrators sometimes base their decisions on the advice of visiting salesmen who are more interested in their commissions and quotas rather than the compatibility of the piece of equipment with the teacher's needs. Involving the teacher in such decisions would not only lead to a better decision by the administrator, but would also give the teacher a sense of importance, leading to improved

motivation and morale. Equally important is the involvement of teachers and personnel in immediate and long-range planning. It has been demonstrated that mental and emotional involvement of a person in planning for organizational goals usually leads to worthwhile contributions and culminates in the sharing of responsibility to see that goals are reached. Therefore, the person who participates is "ego-involved" rather than just "task-involved." One must be careful that the subordinate's involvement is true participation, not merely the motions of participation. Otherwise, involvement becomes busy work and it soon becomes clear that the administrator is autocratic and wants no contribution by subordinates.

Recognition

Past research indicates no one supreme motivator exists for all personnel, nor is there a single motivator for any individual. Yet, there are certain non-financial motivators which are deemed important for many individuals. One of these relates to the effects of praise and recognition for work well done. In most cases praise and/or recognition serve to make an activity or task attractive, while criticism may lead to avoidance of such activities, assuming that a person's ego drives are satisfied by praise or recognition. Praise and recognition are also effective when the recipient does not perceive the use of such measures as a means of behavioral control or of passing judgment. Finally, the originating source of praise and recognition effects the recipient's attitude, but in most cases indicates acceptance and an amicable relationship.

Incentives

Most social systems operate on the basis of rewards, whether extrensic or intrinsic. The intrinsic rewards of teaching are fairly obvious,

including the satisfaction of seeing students progress, gaining professionally oneself, budgeting one's time, and being involved in social interaction with peers.

Wenrich and Wenrich (1974, p. 217) have defined the extrinsic incentive and reward system for vocational schools and colleges as their total compensation packages. The total package includes salaries, extra income opportunities, insurance, sick leave, retirement benefits, and other financially related variables. The development of a salary schedule can become very complicated with the additional element of merit pay. The issue revolving around merit pay is whether or not we can measure a subordinate's performance accurately.

Any incentive or reward system should take into account the work load of individuals. If a teacher is expected to advise or coordinate activities for a large number of students, he or she must be adequately compensated. The same can be said about the teaching load and other administrative tasks.

Mini-Grants

Most present day reward systems do not encourage teachers and personnel to lend all their potential services to the school system. Better ways must be found to motivate personnel to their full potential.

Mini-grant funding is one possibility where the classroom teacher can be encouraged to become more effective in his or her setting. Direct funding in the form of grants allows for the purchase of needed resources to carry on activities, which in many existing situations are not feasible. Such funding may be vitally important if a teacher wishes to test a proposed change or innovation.

An administrator should make every attempt to provide "seed money" in the form of mini-grants if expected change in the classroom is to occur. In many cases the funds act as a catalyst, creating inspiration in unmotivated teachers; often, the awarding of a grant can, in itself, serve as a motivating factor.

Field Experiences

Field trips or field experiences are another method for inspiring improvement in teaching techniques. Field experiences tend to increase the meaning of course work, creativity, and applicability for students and teachers alike. Visiting a local industrial or business setting tends to unfold a dynamic realism otherwise not found in the classroom or laboratory. Permitting time for such activities provides the incentives for the vocational teacher to be more selective in choosing new alternative teaching strategies, with a resultant deep commitment toward gaining new competencies. With respect to teaching area, it should be possible for teachers from any of the service areas to gain new and useful knowledge concerning the skills required for his or her specialty.

Administrators should consider the above as an alternative for increased motivation and competence and should make every effort to provide reimbursement and release time for such trips. The resulting renewed enthusiasm usually provides benefits that more than offset the costs of such a program. One might even take a step further by setting up a specific course offering in conjunction with a local college or university: the level of success has been encouraging where such courses presently exist.

Training

The efficiency of any educational system depends on how well its members are trained. Training also serves to motivate employees to higher performance levels. With this in mind, the administrator should encourage continual updating of professional skills for all personnel. Where skills and knowledge are unsatisfactory, in-service training provides a means by which performance can be improved.

If teachers and personnel are to grow in their profession, they need more than time off from the day-to-day classroom routines. They need to be provided with an institutional climate which encourages and supports their efforts to grow professionally. Teachers and other personnel need good leadership to inspire their intellectual curiosity. Often, because of an authorative administration, teachers are not overly anxious to improve their professional competencies. This results from the apparatus of rewards and punishments set up by the administration.

Many existing programs create negative attitudes in teachers because they lack the incentives needed for completing specified training, or they are irrelevant in meeting critical needs. Like most professionals, the teacher wishes to see a training program that is geared toward improving his competence.

Lippit and Fox (1971, p. 136) have listed the following implications for successful involvement of teachers in professional growth and training activities.

(1) Teachers need to be involved in the identification and articulation of their own training needs whenever possible. This does not mean they "know what they need" in all respects, but the process of articulation, with resource help, is a major way of securing involvement and commitment to personal growth effort.

(2) Wherever possible, teachers should have an opportunity to test before commitment, to see or experience a sample of what the in-service learning experiences would be like before they become involved.

(3) The relevance and feasibility of a particular learning program or innovation should be communicated as often as possible through accepted peers, or "persons like me," so that the natural defenses of caution and distrust can be dealt with.

(4) It should be clearly indicated at the very beginning that there will be follow-up support available as part of the learning activity.

(5) Joint sanction and participation by key elements of the peer culture, as well as administrative leadership, should be sought.

(6) The administration should involve teachers in establishing a mutually satisfactory time, place, and principle of funding for the professional development activities.

In summary, in-service programs should seek to secure the involvement of the teacher, identify his or her needs, provide support at the peer level as well as at the administrative level, and should adequately fund any program. Many of the past in-service programs have not provided for cost sharing, especially at the college and university level. This lack of support has lead to the reluctance of many teachers to update their skills.

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CASE STUDY ACTIVITIES

1. Beth Humbolt is a business and office teacher at Busybody High School. She has been employed there for one year. Prior to this position she was a housewife, but had taught at the high school level up until her first child was born. Beth Humbolt's teaching was effective, yet, she and other teachers at Busybody were unhappy with their circumstances. After a routine discussion with her supervisor, she was called in to talk with the principal. When he asked about her unhappiness, Beth replied, "You are the cause of my problems. The problem is the way you talk to the female teachers here in this school. You talk to us so abruptly, we cannot concentrate on what we are doing."

   You are the principal, so prepare a reply. You know that you talk gruffly and tend to be abrupt.

2. In a large western state, high school teachers were once rewarded on the basis of their students' scores on statewide Regents' examinations.

   Discuss advantages and disadvantages of such a practice.

3. When talking with another administrator, the topic of "money" as a motivator came up. During the discussion, your counterpart said, "Most people are motivated by the salary they are paid. If we could pay our teachers higher salaries, they would be motivated to perform at higher levels and be more satisfied with their profession."

   Comment on what has been said.

4. Joseph Zulapa is the local vocational director for East Browbeat School District. Most of the teachers in his district have a bachelor's degree and many possess a master's.

   Zulapa attended a one-day conference and learned the benefits of participation. In his words, "The conference really got through to me." Persons in higher level positions feel that conditions in most school districts do not warrant participation in decision making by the classroom teacher. Further, they believe teachers currently expect the local director to use autocratic supervision. In addition, Zulapa's superiors feel the teachers' schedules will not allow for participation during the school day.

   Recommend a course of action for Zulapa.

5. The principal of Tooterville High School always stressed the idea that she depended on her teachers to do a good job. As she stated it, "You people are in direct contact with the students; therefore, all learning begins in your classroom." In most faculty meetings she stressed the fact that she always welcomed new ideas and suggestions. Yet, here is how she translated her words into action. In some of those meetings, the schedule was so tight that by the time she finished with the business at hand, not much time was left for anyone to present problems and ideas or pose questions. If a teacher tried to interrupt and present a suggestion, the principal overruled.

   Even when meeting individually with a teacher in her office, the principal would begin with, "Great, I'm glad you brought in your suggestion." However, before too long, she would allude to some other subject.

   Comment on this situation.

MODEL ANSWERS

1. Here the role behavior of the principal tends to be in conflict with what is expected by Beth Humbolt. His style of leadership appears to be autocratic and this is often considered "traditional" for many organizations, even education.

   Therefore, the principal should demonstrate some flexibility even though he maintains his style of leadership with others. Of course, Beth Humbolt may not be wholly satisfied; however, the approach is at least a compromise. It might be bad for other employees if the principal suddenly changed his style completely.

   Another alternative would be for the principal to change his style gradually. One final thought concerns whether this is actually the problem. The principal should probe deeper to discover the real problem, if it exists.

2. This measure existed more for content than as a motivating factor. The behavior of the teachers was influenced because they wanted to do well on their performance ratings. One might ask if good examination grades reflect good education. In this case they most likely did not. Teaching from old exams and drills caused the students' education to be restricted to narrow confines. The teachers were motivated only to teach the limited examination content.

3. The idea of money as a motivator is extremely complex and difficult to determine. Most professionals (teachers included) may

see money as a measure of success, security from basic needs, assurance of a college education for their children, and so forth. The pay one receives is only one factor which motivates personnel. Herzberg has implied that money is more of a maintenance factor than a motivational factor. It must exist before one can become motivated. One must be aware that there are exceptions where money is, in fact, a prime motivator for certain individuals.

4. There are certain points which favor Zulapa's participation. Many situations exist where even autocratic administrators can practice participation effectively. Furthermore, Zulapa's superiors' claim about the teachers' schedules is invalid, because it is not necessary to break up the teachers' schedules to allow for participation. Zulapa can develop participation by working on an individual basis with his teachers or in small groups.

   Another point is that most of his teachers are well educated and this should lend itself to effective participation.

   Considering all the factors favorable to participation, it is appropriate for Zulapa to make the effort. The schemes do not have to be fancy, for a slow beginning is most likely the best situation.

5. Often administrators and supervisors forget that what they do is a means of communication. Failure to act is a means of communication. The principal has communicated when she says she welcomes ideas and suggestions but never finds the time to discuss

them or act upon them. We, therefore, communicate with action or lack of action. The administrator who says one thing but does another will find that his or her personnel will "heed" most what he or she does. Thus, probably the two most important things in communication with personnel are face-to-face conversation and action.

LEARNING EXPERIENCE III

ENABLING OBJECTIVE

Based on a case study situation, prepare a written analysis by explaining what motivational factors existed, the primary problems presented by the situation, causes of the problems, and corrective measures which could have been taken to prevent the problems.

Read Read the "Case Study," pp. 43-46.

Optional Reading You may wish to read the supplementary references referred to in the other sections.

Optional Activity You may wish to meet with your resource person and/or peers to discuss the reading(s).

Feedback Demonstrate knowledge of motivational skills by preparing a written analysis of a case study.

Evaluate your competency by comparing your written analysis with the "Model Answer," pp. 48-49.

CASE STUDY

Supervisor-Coordinator Herman Scarso

Medvale school district is located in the eastern portion of one of the middle Atlantic states. The district is comprised of two small metropolitan areas, the cities of Metrovisa and Hangtree, plus ten smaller municipalities and townships. Dr. Robert Rumpus is the local vocational director, serving under Dr. Henry Sourspoon.

Two years ago, Herman Scarso was hired as a supervisor-coordinator serving over business and office teachers in the ten smaller municipalities and townships. Metrovisa and Hangtree had their own supervisor-coordinator. Rumpus and Sourspoon had interviewed five prospects, and Herman was selected because of his good disposition and innovative ideas.

Herman did an outstanding job in supervising and working with the business and office teachers. He enjoyed traveling about the district and did not complain about the distances traveled. Apparently, he was quite happy with his job and his superiors. The local director often remarked that "Herman is always in a good mood and is very supportive of the teachers he supervises."

After two and one-half years of this enthusiasm, Herman gradually began to lose interest in his work. The teachers under his supervision remarked that "Herman no longer has the drive and enthusiasm, and no longer gives encouragement to the teachers."

Soon a series of complaints about Herman reached higher levels in the district. He was then called in by Dr. Rumpus. After giving Herman praise for his past performance, Rumpus reminded Herman of the recent complaints against him. Rumpus then proceeded to ask Herman why he thought the complaints were lodged.

Herman then admitted that he no longer had the same enthusiasm he originally possessed and asked for a raise in salary. Dr. Rumpus expressed surprise for such a request, especially when Herman's quality of work was in question. Herman responded by saying that when he was hired, the director of personnel, Ms. Sue Looper, stated that he would receive an extra incentive in the form of a 3 per cent salary increment above his normal raise after he had worked one year as a supervisor-coordinator. He had been working as hard as possible, yet no increment had been added to his salary.

The personnel officer was attending a conference, but Dr. Rumpus promised to talk with her when she returned, to see if such a promise had been made. He then advised Herman to return to his position with the enthusiasm which had previously prevailed, or he might be refused a contract for the next school year if things did not improve. Herman responded by saying that if the personnel office failed to live up to its word, he would quit rather than be fired.

During the next few months, Herman's work seemed to improve, yet the old vitality never did return. When the personnel officer returned from her conference, she was questioned about the situation by Rumpus. Ms. Looper said she told Herman that if he assisted another supervisor-coordinator for the Metrovisa and Hangtree schools he would be given an extra 3 per cent salary increment. However, Herman found his immediate responsibility to his teachers demanded his full attention and thus he was unable to assist the supervisor-coordinator.

Dr. Rumpus then talked with Herman to get this matter cleared up. "Herman," said Dr. Rumpus, "if you had assisted the supervisor-coordinator

from Metrovisa and Hangtree, I would have been able to get you the increment. Since you were unable to assist the supervisor, I thought you realized you had no justification for the increase. Now you start making these demands. The fact that you said nothing for over two years led me to the understanding that you were aware of the stipulations. However, in view of your present performance, we can offer you the original proposal. Therefore, if you assist the supervisor, I will recommend the 3 per cent increment. But you must first change your attitude. In your present state of mind you cannot accomplish anything."

Herman still seemed dissatisfied. He said that he was unable to assist the other supervisor-coordinator because of the tremendous number of problems his predecessor had left. In addition, he asserted that if it had not been for his efforts, the teachers' efficiency and morale would have become non-existent.

Herman then voiced another grievance. Approximately one year prior to this date, one of the Industrial Arts teachers was promoted to a supervisor's position. This man had done an exceptional job in assisting the industrial arts teachers and had made some improvements in certain places. As a result, these improvements were featured in the district's monthly newspaper which was circulated to all vocational teachers and parents of the students enrolled in the district's vocational programs. Herman complained that he had done as much and even more than the industrial arts supervisor had done. Yet, despite this, he had never received a write-up in the paper. It seemed that the other supervisor was being placed in the limelight while he was being belittled.

Dr. Rumpus then explained that the industrial arts supervisor had been doing an outstanding job in the past, but recent family problems had

caused his performance to slip. A meeting was held with the superintendents and local vocational director present and it was decided that the industrial arts teacher would be given a write-up in the district newspaper to praise work that was well done and to encourage a loyal supervisor-coordinator who had performed exceptionally in the past but had run into domestic difficulties. "We are just trying to recognize a fine supervisor and thought you would understand, Herman," said Rumpus.

Herman was then promised a write-up in the district paper in a later issue. This appeared to please him. He reported back to his supervisory position with new zeal; the teachers reported he was doing a tremendous job again. After three future issues went to press with no mention of Herman Scarso, he submitted a letter of resignation. The local director asked him to come to his office for further discussion, but Herman had already left the area.

Further discussion between the superintendent, local vocational director and teachers with whom Herman had worked, revealed that first, he expended an enormous amount of energy when carrying out his duties; second, he had a sincere interest in his performance; and third, he had a great need for praise and recognition from his superiors.

Reaction Form (Herman Scarso)

1. Explain what motivated Herman Scarso.

2. As you perceive the situation, what was (were) the primary problem(s)?

3. What caused the primary problem(s)?

4. Evaluate the way in which the problem(s) was (were) handled.

5. From what you have read, can you derive any concepts from this case?

6. What would you as a local vocational director have done to prevent this (these) problem(s)?

MODEL ANSWERS

1. An assumption relevant to this case study is that every person needs self-satisfaction. Therefore, the administrator for the school district should have realized that a person such as Herman is a satisfaction-seeking individual. Additionally, satisfaction can be achieved through the promise of fulfillment of various needs inherent in the employee. The administrator should select the incentive which promises to satisfy the employee's need and thereby achieve job satisfaction. In this case Herman Scarso was motivated by, and therefore needed, recognition from his superiors. Pride in his work also served to be a prime motivator.
2. The basic problem encountered in this case was the lack of satisfaction of the employee's needs. As a result, he was not motivated and with some of the comments directed toward him, there was even negative motivation.
3. The primary cause of the problem was that no attempt was made to give Herman what he wanted most--self-esteem and recognition by others. The salary increment he described was one means, but was probably not the most effective one. The most realistic and most effective means toward a satisfactory solution would have been an article in the district's newspaper, relating to Herman's outstanding work and drive. This article would most likely have been carried around by Herman, serving to meet his need for recognition over a long period of time.
4. The problem was handled very poorly by the administrator. Rumpus did not seem to recognize what motivated Herman the most. Simply providing a newspaper article would have resulted in motivating Herman to his

fullest potential and would have avoided the loss of a valuable employee.

5. a) An administrator must continually motivate employees.
   b) Higher order needs are important forms of motivation for professional employees.
   c) Pride in one's work often results in the fulfillment of needs.
   d) After physiological needs are met, employees can be motivated by appealing to their psychological needs.
   e) Recognition is one form of need satisfaction resulting in motivation.
6. One preventative measure would have been for the local director to periodically meet with his subordinates so that differences of opinion and other problems could have been aired. Communication, or lack of it, can alleviate or foster the occurance of the problems cited in this case.

The administrator should have sought to gain understanding as to what are motivational factors. In doing so he would have been able to recognize what needs should have been satisfied in motivating his employee(s). Without a frame of reference, there is no way needs can be satisfied.

MODULE ASSESSMENT*

TERMINAL OBJECTIVE

In a real or simulated school situation (e.g., area vocational school or comprehensive high school) develop a written plan for motivating personnel to their optimum growth potential. The plan should include office personnel and teachers from all service areas.

Plan Develop a plan for implementing new motivational techniques in an area vocational school or comprehensive high school. This plan should utilize various groups and types of motivational techniques. In an existing situation, it is suggested that you look for problem areas, e.g., where motivation is low or poor.

Review Review your plan with two of your peers. Use their suggestions in revising the plan.

Optional Activity Interview at least one knowledgeable vocational director to determine the strategies which should be included in your plan for motivation.

Feedback Your total competence will be assessed by your resource person using the "Administrator Performance Assessment Form," p. 52.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are proficient in implementing your plan for motivation.

*You may choose to complete this assessment without completing the first three learning experiences if you think you have the proficiency to do so.

Plan

The plan you will be developing should give you a chance to use your knowledge of strategies for implementing new motivational techniques in a vocational-technical school or a comprehensive high school.

This plan must include a time estimate for implementing your plan throughout the school program, along with the people involved in each activity (including their role and function). It is also important that you consider the following:

1. the individual's need structure
2. leadership style
3. implicit bargaining
4. communication networks
5. intrinsic job satisfaction
6. participation
7. incentives
8. field experiences
9. in-service and/or training session
10. evaluation and follow-up concerning your plan
11. any activities you deem important

The format for your plan should include an overall goal, specific objectives, a list of activities, and evaluation procedures for each aspect of the plan.

Review

Review your plan with two of your peers. Use their suggestions in revising your plan.

Optional Activity

You may wish to arrange an interview with a least one knowledgeable vocational director to (1) discuss the strategies for implementing your motivational techniques, (2) generate a list of strategies for providing new experiences for personnel, and (3) suggest new strategies for motivating personnel.

Rate the administrator's performance in planning for each of the following components involved in motivating personnel. Circle the YES, ?, or NO column to indicate that each point was fully covered, partially covered, or not covered, respectively.

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

This plan includes strategies for accomplishing the following:

I. establishing a rationale
the need for improved motivation is stated . . . . . YES ? NO

II. deriving objectives for the motivational plan
A. statements of objectives are provided for each aspect of the plan . . . . . YES ? NO
B. the specific objectives for each aspect of the program contribute to the accomplishment of the overall goal for that program aspect . . . . . YES ? NO

III. description of the plan
A. overall goals are provided for each aspect of the plan . . . . . YES ? NO
B. procedures (e.g., activities) are explained for each aspect of the plan . . . . . YES ? NO

IV. designing the implementation
A. implementation design constraints are detailed (e.g., time, personnel, need, location) . . . . . YES ? NO
B. estimated time for implementing motivational plan for school setting is included . . . . . YES ? NO

V. providing for follow-up and evaluation
a general organizational plan (or model) for program follow-up evaluation is provided . . . . . YES ? NO

VI. a time line for implementing the motivational plan throughout the school program includes at least the following:
A. obtaining school board approval . . . . . YES ? NO
B. assessing personnel needs . . . . . YES ? NO
C. providing in-service preparation . . . . . YES ? NO
D. getting input from committee of staff . . . . . YES ? NO
E. fostering public relations for innovation . . . . YES ? NO
F. orienting personnel . . . . . YES ? NO
G. carrying out evaluation and follow-up . . . . . YES ? NO

LEVEL OF PERFORMANCE: All items must receive YES responses. If any item received a ? or NO response, discuss this with your resource person and, if necessary, the learning experience, or part of it, must be repeated.